

*In this Unit, the understanding is why fitness is important in overall health, but also to understand the four main factors of fitness activity (body composition, muscular strength, flexibility, and cardiovascular training). These four factors are important to teach because they help to foster lifelong habits and to present ways of exercise that may have not yet been considered. Training and meal plans will be created for different types of people such as, athletes, everyday students, adults, children, etc. Making sense of the four factors and being able to describe their meanings, as well as showing what a healthy lifestyle could look like will be carried out through many activities such as, making iMovie’s and blogs.*

*Fitness Activity*

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*Body composition, muscular strength, and flexibility*

*Physical Fitness Activities and Knowledge*

*6-8*

***Maine Learning Results******Content Area:****Health Education and Physical Education****Standard Label:****H. Physical Fitness Activities and Knowledge*

***Standard:****H3 Fitness Activity****Grade Level Span:****Grade 6-8  
Students participate in physical activities that address personal fitness goals for the health-related fitness components*

*•fitness is important in overall health  
•body composition, flexibility, and muscular strength work together in fitness  
•there are various cardiovascular training techniques*

*•Why is fitness important in overall health?  
•How do body composition, flexibility, and muscular strength work together?  
•How is cardiovascular training important to fitness and how does it vary?*

*•vocabulary: body composition, flexibility, muscular strength, blood pressure, fitness, conditioning, diet, cardiovascular, diet, calories  
•key factual information: Certain foods boost your metabolism, muscle weighs more than fat, calories contribute to weight gain when consuming more than you use  
•sequence and timelines: Meals, exercise, stretching, water, sleep, training schedule*

*•describe a healthy lifestyle  
•make sense of body composition, flexibility, and muscular strength  
•design meal and fitness plans over a weeks period  
•compare body composition and muscular strength  
•consider cardiovascular training techniques  
•recognize different cardiovascular training techniques*

* *Pre-Assessment: Fitness survey/starting point*
* *Checking for Understanding: Hand signals, student conference, observation, exit card, think-pair-share, and 3-2-1*
* *Timely Feedback, Self, Peer, Teacher*
* *iMovie: Show and model what a healthy lifestyle could look like.*
* *Weebly: Create a website about body composition, flexibility, and muscular strength, showing examples of each.*
* *Blogger: Choose a fake alias and create a blog tracking how a daily “perfect” healthy lifestyle could look like or blog your own habits and experiences and describe why they are healthy or unhealthy.*
* *Apps: Find an app or 2 apps comparing/contrasting body composition and muscular strength*
* *Google Docs: Collaborate as a group on how to present and show cardiovascular techniques*
* *Prezi: Demonstrate and show how and where students find different types of cardio in everyday life.*

***Goal:*** *Promote fitness to help people stay on track.*

***Role:*** *A personal trainer who creates inspirational videos to motivate people to persevere.*

***Audience:*** *The Biggest Loser contestants*

***Situation:*** *Contestants are looking for new workout routines to bring them to a higher fitness level.*

***Product/Presentation:*** *iMovie/Oral Presentation*

***Standards (six categories for each rubric)***

***Presentation Rubric:*** *The most important piece of this presentation is enthusiasm (30%). It is much easier to make an audience want to be engaged if the presenter themselves in engaged as well. Along with this comes use of props (10%) and speaking clearly (15%) in the presentation. The second most important is collaboration (20%), which is crucial when working in groups. Last but not least is the vocabulary (10%) used throughout the presentation. The vocabulary from the unit needs to be incorporated into the presentation and used correctly.*

***Product Rubric:*** *As addressed in the presentation rubric, working in groups requires collaboration, which also needs teamwork (25%). As a group, it needs to be apparent that all group members were involved. The next two priorities are sound (20%) and concept (20%). In the video, team members must be clearly heard as well as if there is music. Must be clear that team member did the research (20%) needed before making the product, so any facts that are mentioned are correct and cited. Script (10%) and Equipment (5%) are not as important, but both need to be considered when putting the product together.*

* *Preparedness 15%*
* *Enthusiasm 30%*
* *Collaboration 20%*
* *Props 10%*
* *Speaks Clearly 15%*
* *Vocabulary 10%*
* *Teamwork 25%*
* *Script 10%*
* *Sound 20%*
* *Concept 20%*
* *Equipment 5%*
* *Research 20%*
* *Oral Presentation*
* *iMovie*

*The Biggest Loser is looking for video submissions for their contestants to use as motivation on the trial week home. A lot of the contestants have a hard time staying active and remembering everything they learned throughout their time on the show. It is time for you to make a video to help inspire these people to continue what they've started and remember why it's important to stay active! As a personal trainer, you will show different types of exercises incorporating the four components (muscular strength, flexibility, body composition, and cardiovascular training) into your video. The video needs to be 5-10 minutes long showing why fitness is a result of good muscular strength and body composition, but also giving these contestants a reason to push threw and persevere. Good luck!*

* *Body composition*
* *fitness*

*•MLR*

*Health Education and Physical Education*

*•fitness is important in overall health*

*•body composition, flexibility, and muscular strength work together in fitness*

*•there are various cardiovascular training techniques*

***By what criteria will student products/performances be evaluated?***

***Lesson 1***

***(W)****1.1 Students will understand that body composition, flexibility, and muscular strength work together in fitness****(Where)****, having knowledge of these topics is important to know because it will help students later in life when they are out on their own and no longer being told when to exercise****(Why)****,*Students participate in physical activities that address personal fitness goals for the health-related fitness components***(What****)****(H)****1.2 Lifelong fitness!****(E)****1.3 Students will know body composition, flexibility, muscular strength, muscle weighs more than fat (****Equip****), The students will use the Ice-Cream Cone Organizer to show what they know about each health component. The students will then use the Circle the Sage activity to teach each other what they know about different areas of health (****Explore****), make a webpage on Weebly about the 3 topics, showing examples of each and find apps that compare them (****Experience****)****(R)****1.4 Students will be given an exit card to write down what they've learned about the 3 components so that the teacher can review what needs to be considered moving forward (****Rethink),****the students will assess their own products based on the rubric****(Rethink/Revise),****and feedback by the teacher on the product during the student conference will be given on a similar rubric with the student's input (****Revise****/****Refine****).****(E-2)****1.5****Formative Assessment:******Pre-Asessment:****Students will complete a starting fitness survey to evaluate their knowledge before beginning the unit.****Checking for Understanding:****Student conference, exit card and****Timely Feedback:****Teacher, self****(T)****1.6****Tailors******Verbal:****Written parts of the weebly and presenting their website to the class.****Logic:****Comparing body composition and muscular strength and calculating how they work together and against each other.****Visual:****Looking at different apps and adding them to your website and using different templates.****Musical:****Using music in their websites to convey the mood or tone of the different pieces students present.****Kinesthestic:****Students can add video of them showing exercises that use body comp, muscular strength, and flexibility.****Intrapersonal:****Students will use an exit card as a way to write down how they thought the project went and bring it to the student conference.****Interpersonal:****In the student conference the student and teacher will discuss the process and what they've taken away from the lesson.****Naturalist:****Students must find an example in nature that compares body comp, muscular strength and flexibility.****(O)****1.7 Students will be able to make sense of and compare body composition, muscular strength, and flexibility,****(Interpretation, Perspective)Product:****Weebly and App presentation,****Number of Days:****4-5 (****Organize****)*

***Lesson 2***

***(W)****2.1 Students will understand that there are various cardiovascular training techniques****(Where)****, it's important because it can help them know what kinds of cardiovascular training is in their range****(Why)****,*Students participate in physical activities that address personal fitness goals for the health-related fitness components***(What****)*

***(H)****2.2 Specific ways to train cardiovascular health can help you know how and when to continue or increase level of exercise.*

***(E)****2.3 Students will know heart rate, fitness, conditioning, cardiovascular, exercise, training schedule (****Equip****), Describing Wheel and Give One, Get One (****Explore****), collaborate on google docs how to present and show different cardiovascular techniques and demonstrate with Prezi how and where they are used (****Experience****)*

***(R)****2.4 hand signals, observation (****Rethink),****the students will assess their own products based on the rubric****(Rethink/Revise),****and feedback by the teacher on the product during the student conference will be given on a similar rubric with the student's input (****Revise****/****Refine****).*

***(E-2)****2.5****Formative Assessment:******Checking for Understanding:****hand signals, observation and****Timely Feedback:****Teacher, self*

***(T)****2.6****Tailors***

***Verbal:****Having conversations and creating a presentation on google docs.*

***Logic:****Students will be comparing different types of cardio training techniques for different types of people.*

***Visual:***

***Musical:***

***Kinesthestic:****Doing hands-on work during class while creating Prezi presentation.*

***Intrapersonal:****Students can choose to make their Prezi as a group or on their own.*

***Interpersonal:****Collaboration on google docs will give students the opportunity to work together.*

***Naturalist:****﻿Consider different cardiovascular techniques done in nature.*

***(O)****2.7 Students will be able to consider and recognize different cardiovascular training techniques,****(Empathy, Self-Knowledge)******Product:****Google Docs and Prezi,****Number of Days:****3-4 (****Organize****)*

***Lesson 3***

***(W)****3.1 Students will understand that fitness is important in overall health****(Where)****, understanding how fitness is important in staying healthy is important to convey when people are young so that they will continue to stay fit throughout their lives****(Why)****,*Students participate in physical activities that address personal fitness goals for the health-related fitness components***(What****)*

***(H)****3.2 Compare levels of fitness from childhood to know and talk about goals the students have for when they are adults.*

***(E)****3.3 Students will know fitness, diet, calories, certain foods boost your metabolism, calories can contribute to weight gain (****Equip****), Timeline and Rally Robin (****Explore****), show and model with an iMovie what a healthy lifestyle looks like (****Experience****)*

***(R)****3.4 3-2-1, asking students questions to help check for understanding by giving 3 answers to one topic, then 2, then 1 (****Rethink),****the students will assess their own products based on the rubric****(Rethink/Revise),****and feedback by the teacher on the product will be given on a similar rubric with the student's input (****Revise****/****Refine****).*

***(E-2)****3.5****Formative Assessment:******Checking for Understanding:****3-2-1 and****Timely Feedback:****Teacher, peer, self*

***(T)****3.6****Tailors***

***Verbal:****Writing the script for the video gives the students a way to convey their ideas from the beginning.*

***Logic:***

***Visual:***

***Musical:****Students can add sound to their videos to enhance visuals and/or words.*

***Kinesthestic:****Doing hands-on by making an iMovie.*

***Intrapersonal:****Self evaluations at the end of the lesson so students can reflect on their own learning.*

***Interpersonal:****Doing a class rally robin is a group learning activity that gives the students time to work together and discuss in groups.*

***Naturalist:****Going outside and using nature to create visual of healthy lifestyle.*

***(O)****3.7 Students will be able to describe a healthy lifestyle,****(Explanation)******Product:****iMovie,****Number of Days:****3-4 (****Organize****)*

***Lesson 4***

***(W)****4.1 Students will understand that fitness is important in overall health****(Where)****, understanding how fitness is important in staying healthy is important to convey when people are young so that they will continue to stay fit throughout their lives****(Why)****,*Students participate in physical activities that address personal fitness goals for the health-related fitness components***(What****)****(H)****4.2 Watch class iMovies from Lesson 3****(E)****4.3 Students will know fitness, diet, calories, certain foods boost your metabolism, calories can contribute to weight gain (****Equip****), Time-Order Chart and Pair Discussion (****Explore****), choose either a fake alias and create a blog tracking how a daily healthy life would look like or blog their own habits and describe why they are healthy or not (****Experience****)****(R)****4.4 Think-Pair-Share, students will contemplate on their own, work with a partner and then together they will explain what they discussed to the class (****Rethink),****the students will assess their own products based on the rubric****(Rethink/Revise),****and feedback by the teacher on the product will be given on a similar rubric with the student's input (****Revise****/****Refine****).* ***(E-2)****4.5****Formative Assessment:******Checking for Understanding:****Think-Pair-Share and****Timely Feedback:****Teacher, self****(T)****4.6****Tailors******Verbal:****Students will be writing blog posts about either their own experiences or about a fictional character that they create.****Logic:****Students will be focusing on how meals and fitness work together and against each other.****Visual:****Creating the blog and personalizing the page so it is visually appealing and adding photos to blog posts.****Musical:****Use music as a way to design a blog, what songs help you get motivated to exercise, how does mood change your music and routine.****Kinesthestic:****Making meals and exercising throughout the week.****Intrapersonal:****Focusing on experiences and self, and reflecting on their own health.****Interpersonal:****Working together in groups with the think-pair-share activity.****Naturalist:****Focus blog on how natural foods are good for health and how you can use everyday objects to be active.****(O)****4.7 Students will be able to design a meal/fitness plan over a weeks period****(Application)******Product:****Blogging,****Number of Days:****3-4 (****Organize****)*

*Presentation*

*Presentation*

*Presentation*

*Work Session*

*Lesson 1*

*1.1 Body composition, flexibility, muscular strength (W)*

*1.2 Lifelong fitness goals (H)*

*1.3 Ice Cream Cone and Circle the Sage (E)*

*1.4 Exit card, student conference, and rubric (R)*

*1.5 Teacher, Self (E)*

*1.7 Make sense of and compare body composition, muscular strength, and flexibility (O)*

*Lesson 4*

*4.1 Fitness is important in overall health (W)*

*4.2 Watch iMovies (H)*

*4.3 Time-Order Chart and Pair Discussion (E)*

*4.4 Think-Pair-Share (R)*

*4.5 Teacher, Self (E)*

*4.7 Design a meal/fitness plan (O)*

*Lesson 3*

*3.1 Fitness is important in overall health (W)*

*3.2 Compare childhood and now fitness (H)*

*3.3 Timeline and Rally Robin (E)*

*3.4 3-2-1 (R)*

*3.5 Teacher, Peer, Self (E)*

*3.7 Describe a healthy lifestyle (O)*

*Lesson 2*

*2.1 Cardiovascular training techniques (W)*

*2.2 Training levels for different people and life styles (H)*

*2.3 Describing Wheel and Give One, Get One (E)*

*2.4 Hand signals and Observation (R)*

*2.5 Teacher, Self (E)*

*2.7 Consider and recognize different cardiovascular training techniques (O)*